

**Grammatik im Blick** 

**Grammar Supplement for GER 506 and Review for GER 507**

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## Grammar in Chapter 1:

1. Present tense regular verbs
  2. Present tense *haben/sein*
  3. Gender of nouns
  4. Question words
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### 1. Present tense regular verbs

All German verbs need to be conjugated according to the person they are referring to. In English, the conjugation pattern consists of two types only:

to go

I go	we go
you go	you (all) go
he / she / it <u>goes</u>	they go

In German, the conjugation pattern displays more variation:

gehen

ich gehe	wir gehen
du gehst	ihr geht
er / sie / es geht	sie gehen

Some useful terms to talk about conjugation patterns are the following:

The infinitive
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1 <sup>st</sup> person singular	1 <sup>st</sup> person plural
2 <sup>nd</sup> person singular	2 <sup>nd</sup> person plural
3 <sup>rd</sup> person singular	3 <sup>rd</sup> person plural

The infinitive in German consists of two units (with one exception: *sein*/to be): the stem and the ending (suffix). The ending is always the same, it's *-en*:

*geh-en*

*heiß-en*

*hab-en*

Consider the following two conjugation patterns of regular verbs. Find out what other endings verbs have and fill them in the table below:

kommen

ich komme	wir kommen
du kommst	ihr kommt
er / sie / es kommt	sie kommen

machen

ich mache	wir machen
du machst	ihr macht
er / sie / es macht	sie machen

\*\*\*Exercise:

infinitive: stem+\_\_\_\_\_

1 <sup>st</sup> person singular: <b>ich stem+</b>	1 <sup>st</sup> person plural: <b>wir stem+</b>
2 <sup>nd</sup> person singular: <b>du stem+</b>	2 <sup>nd</sup> person plural: <b>ihr stem+</b>
3 <sup>rd</sup> person singular: <b>er/sie/es stem+</b>	3 <sup>rd</sup> person plural: <b>sie stem+</b>

Sometimes, the endings that you just wrote down need to be adjusted to the stem. Take, for example the verb *heißen*.

Infinitive: *heißen*

stem: *heiß-*

suffix: *-en*

In the first person singular, everything is regular, the ending *-e* is applied to the stem, creating *ich heiße*. In the 2<sup>nd</sup> person singular, however, the usual ending *-st* needs to be adjusted because the stem already ends in an *-ß* which is similar to an *-s*: *heißst* is not working out because it would be difficult to pronounce. The *-s* is redundant in that case so that the 2<sup>nd</sup> person singular form is *du heißt*.

There are similar considerations for verbs like *arbeiten* (to work) and *finden* (to find). Go through the conjugation pattern and try to identify what their tricky point is.

\*\*\*Exercise:

arbeiten


finden


## 2. Present Tense of *haben* and *sein*

At this point, you will have to deal with two exceptions, *haben* (to have) and *sein* (to be).

Since they don't follow the regular pattern they are called irregular verbs. Please memorize their conjugation pattern carefully since you will use them very frequently:

haben

ich habe	wir haben
du hast	ihr habt
er / sie / es hat	sie haben

There is one point where *haben* is especially tricky, that is in the 2<sup>nd</sup> person singular – be careful, it's not *du habst* but *du hast*! The *-b-* sneaked out.

sein

ich bin	wir sind
du bist	ihr seid
er / sie / es ist	sie sind

### 3. Gender of Nouns

In German nouns can have three genders: masculine, feminine, and neuter. English follows the natural or biological gender, that means persons and individual pets or animals receive either masculine or feminine gender according to their biological sex. However, in German, things have a gender as well. It is very important to know the right grammatical gender. This knowledge is necessary for a lot of follow-up grammar such as case modification. So you better start studying them correctly right from the beginning!

Gender is displayed best in the definite articles *der*, *die*, *das* (*der* for masculine, *die* for feminine, and *das* for neuter).

Some examples (first row with obvious ones, second row with less obvious ones):

masculine	feminine	neuter
<i>der Mann</i> (man)	<i>die Frau</i> (woman)	<i>das Kind</i> (child)
<i>der Tisch</i> (table)	<i>die Lampe</i> (lamp)	<i>das Sofa</i> (sofa)

At the beginning of your DiB chapters, you will find the vocabulary section (*Wortschatz*) for each chapter. These lists will also provide you with the definite articles and thus, the gender for the nouns.

Besides learning them off by heart, there are some rules that might help you to remember the right gender. As always, these rules are not mathematical rules so they will not cover 100% of the German you will deal with. But they are good guidelines. Below, you will find an example for each gender.

<b>rule</b>	<b>gender</b>	<b>examples</b>	<b>exceptions</b>
Nouns ending in –er:	masculine ( <i>der</i> )	<i>Computer, Bäcker, Teller</i>	<i>das Messer, das Zimmer, die Nummer</i>
Nouns ending in –e:	feminine ( <i>die</i> )	<i>Lampe, Tasche, Blume</i>	<i>der Käse, der Name, das Finale</i>
Nouns ending in –chen:	neuter ( <i>das</i> )	<i>Mädchen, Kätzchen</i>	---

If you start your own list of rules or a list of nouns according to their gender, it is advisable to also note the exceptions. For more helpful rules, please visit the according Grimm Grammar section at [http://www.coerll.utexas.edu/gg/gr/no\\_02.html](http://www.coerll.utexas.edu/gg/gr/no_02.html)

We acknowledge that gender learning has a lot to do with pure memorization. That is why we want to provide you with several strategies for improving the effectiveness of your gender learning. Please read the **study tips** below carefully. We hope to meet all your individual learning preferences and styles!

\*\*\*Exercise: Pick one of the study tips below and try it out! Pair up with a classmate.

Together, prepare a list of nouns, and then study with your individual method. Meet up with your partner in a week to test each other.

### **Study Tips:**

- **Work with colors:** there are various ways for effective color-coding. You can use blue, red, and green paper to write down nouns. On the blue paper you'll note masculine nouns, feminine nouns on red paper, and green is reserved for neuter nouns. Use these sheets as reference in class and for homework.
- The same color code works within written texts: use three different highlighters to color nouns in the text.
- Colored sticky notes: write three, for example, masculine nouns on a blue sticky note. Put it next to your mirror for one week only and read the words when standing in front of it. Change nouns once a week.
- **Compose "Gender Stories":** use a handful of masculine nouns in a very simple story. Combine some that are easy to remember (e.g. *der Mann*) with less easy ones (*der Käse*). Read your story once per day. Modify/update the stories once in a while.
- **Draw pictures/ make a collage** of things that share the same gender. E.g. have a house with three rooms; assemble all masculine furniture in one room, feminine in another and neuter ones in the third room.

#### 4. Question words

English question words usually start with *wh-* (what, who, where, why; one exception: how) and

German is not so far from that: German question words start with a *w-*.

*wer?*            *who?*

*was?*            *what?*

*wo?*             *where?*

*wohin?*        *where to?*

*woher?*        *where from?*

*warum?*        *why?*

*wann?*         *when?*

*wie?*            *how?*

Questions words take the 1<sup>st</sup> position in a sentence, followed by the verb in its usual 2<sup>nd</sup> position.

The structure is very similar to English questions using *wh-*words, so it shouldn't be a big deal to learn. Compare the following examples:

*Wer ist das?*            *Who is that?*

*Was ist das?*            *What is that?*

*Wo bist du?*            *Where are you?*

*Wie geht es dir?*        *How are you?*

*Woher kommst du?*    *Where are you from?*

There are some tricky word pairs in here that are easily mixed up. Be careful to memorize them correctly:

<b>German</b>	<b>English</b>
wer	who
wo	where
wann	when
wenn	if (this will come up in a later chapter)

Another special case is how to ask someone for their name:

*Wie heißt du?*

(literally: how are you called?)

In English, whenever you use another verb than *to be* as in the examples above, you have to add *to do* in your question:

What do you do? Where do you go? Why do you sleep? Where do you come from?

In German, we don't need that. We can use whatever verb we want and maintain the same structure. The verb is in 2<sup>nd</sup> position after the question word:

*Wo wohnst du?*

*Where do you live?*

*Was kochst du?*

*What do you cook?*

*Warum magst du Deutsch? Why do you like German?*

*Wie findest du Deutsch? How do you like German?*

One step further:

Questions can also be asked without the help of a question word. These are called decision-questions or yes-no-questions because you can answer them with yes/no.

*Do you like pizza? Do they go to the movies?*

Here again English uses to do as a helper to generate questions for most of the verbs used (exceptions are to be and modal verbs).

German can generate question without the use of a helper. Just put the verb in first position followed by the subject:

*Magst du Pizza? Gehen sie ins Kino?*

Compare the two question types:

*Was magst du? What do you like?*

*Magst du Pizza? Do you like pizza?*

*Wohin gehen sie? Where do they go?*

*Gehen sie ins Kino? Do they go to the movies?*

\*\*\*Exercise:

1. Generate 3 pairs of question like above on your own that you can ask a classmate.

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2. Watch the following video on youtube. It's the German intro of Sesame Street:

<http://www.youtube.com/watch?v=GTKDM8UzOhA>

Translate the lyrics from second 1 to 23. Try to sing along!

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## Grammar in Chapter 2:

5. Present tense regular verbs with vowel change
  6. Accusative
  7. Conjunctions and word order [*weil* sentences]
  8. Telling time
  9. Days of the week
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### **5. Present Tense of Regular Verbs with Vowel Change**

In some verbs, the vowel of the stem changes when conjugated - but only in the 2<sup>nd</sup> and 3<sup>rd</sup> person singular present tense (= *du, er/sie/es*). There are two categories of changes: *e* to *ie/i* and *a* to *ä*. Category I: *e* → *ie / i*          *sehen*

ich sehe	wir sehen
du siehst	ihr seht
er/sie/es sieht	sie sehen

*lesen*

ich lese	wir lesen
du liest	ihr lest
er/sie/es liest	sie lesen

Note: In *lesen* and *sehen* the stem vowel *e* is longer than in the following verbs. To keep its length, *e* changes into long *i*, represented by *ie*.

Below in *nehmen*, *essen*, *sprechen* the stem vowel *e* is short so the *i* stays short as well.

nehmen

ich nehme	wir nehmen
du nimmst	ihr nehmt
er/sie/es nimmt	sie nehmen

essen

ich esse	wir essen
du isst	ihr esst
er/sie/es isst	sie essen

\*\*\*Exercise:

sprechen

ich	wir
du	ihr
er/sie/es	sie

Category II: *a* → *ä*

fahren

ich fahre	wir fahren
du fährst	ihr fahrt
er/sie/es fährt	sie fahren

schlafen

ich schlafe	wir schlafen
du schläfst	ihr schlaft
er/sie/es schläft	sie schlafen

\*\*\*Exercise:

laufen

ich	wir
du	ihr
er/sie/es	sie

\*\*\*Exercise: Fill in the gaps with the correct conjugation.

1. Ich \_\_\_\_\_ viel in der Deutschklasse. (sprechen)
2. Mariana \_\_\_\_\_ gerne lange am Wochenende. (schlafen)
3. David macht gerne Sport. Er \_\_\_\_\_ jeden Morgen. (laufen)
4. Jessica macht nicht gerne Sport. Sie \_\_\_\_\_ immer mit dem Auto. (fahren)
5. Wir \_\_\_\_\_ heute Abend *Inglorious Bastards* auf DVD.
6. Doug und Anke \_\_\_\_\_ gerne Pizza, aber Ryan \_\_\_\_\_ lieber Pasta.  
(essen)

## 6. Weil-Sentences

### Verb positions in the sentence

I. The verb in independent main clauses:

Read the examples of very short sentences below. Which position does the verb have in independent clauses? Please fill out the box.

*Ich esse.*

*Er schläft.*

*Sie lernt.*

*Wir sprechen.*

\*\*\*Exercise:

Verb in \_\_\_\_\_ position in independent clauses.

Even when we expand on the short sentences by adding an object, the verb position does not change in independent clauses:

*Ich*

*esse*

*Pizza.*

subject

verb

object

This order of SVO is why German is called a *SVO-language*.

If we add a complement instead of an object, the verb position still does not change:

*Ich*

*lese*

*gern.*

subjekt

verb

complement

\*\*\*Exercise: Please split up the sentences and put their elements into the according columns.

	Subjekt	Verb	Objekt/Ergänzung
Er spielt Tennis.			
Der Mann geht schnell.			
Bernas Lieblingsfarbe ist Rot.			
Haralds Lieblingsfarbe ist Blau.			

## II. The verb in dependent subordinate clauses:

In dependent clauses, the verb position changes. Study the example below and find out which position the verb takes in dependent clauses (fill out the box to the right):

Bernas Lieblingsfarbe ist Rot,

weil Rot eine sehr temperamentvolle Farbe ist.

← independent clause  
= SVO

← dependent clause  
= \_\_\_\_\_

Read two more examples. Mark subject, object, and verb with their abbreviations and complete the last one on your own:

*Haralds Lieblingsfarbe ist Blau, weil der Himmel auch Blau ist.*

*Evas Lieblingsfarbe ist Pink, weil Pink fröhlich und schön ist.*

*Sophias Lieblingsfarbe ist Grün, \_\_\_\_\_*

What happens to the verb in dependent clauses? The use of *weil* kicks it to the very end of the sentence. Let's summarize:

Independent clauses: verb 2<sup>nd</sup> position

Dependent clauses: verb final position

*Weil* is a conjunction, more precisely a subordinating conjunction that indicates that the following sentence is dependent on a superior one (= on the independent clause). There are more conjunctions that have the same effect on the sentence structure and it's easy to learn them as a list. Please go to [http://www.coerll.utexas.edu/gg/gr/con\\_04.html](http://www.coerll.utexas.edu/gg/gr/con_04.html) to get a fuller picture of conjunctions.

One step further: Do you know of another type of sentence where the position of the verb is neither second nor last? Give an example.

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\*\*\*Exercise:

1. Was ist deine Lieblingsfarbe und warum?

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2. Frage 3 weitere Studenten, was ihre Lieblingsfarbe ist und warum und notiere ihre Antworten.

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## 7. Accusative Case

You already know the Nominative case although you might not be aware that this is its name:

*Das ist                    ein Mann.    eine Frau.    ein Kind.*  
*Das ist                    der Mann.    die Frau.    das Kind.*

Nominative indicates the subject of an action. “*ist*” describes *der Mann*, the man is.

Accusative describes the direct object of an action. The action is directed at the direct object.

There cannot be more than one subject for an action; anything else that you might think of as another subject is an object. Study the following example:

*I eat.                    Ich esse.*

That is a perfectly fine sentence. What about the next:

*He sees.                Er sieht.            ??*

Isn't there something missing? You might ask yourself what does he see? And this “what” is the object of the action “to see”. We have to add an object to the sentence in order to make it complete.

*He sees a man.*

In German, we now need to use the Accusative case to mark the object. Compare the following examples and try to find out what changes apply when using Accusative:

*Ich sehe                    einen Mann.    eine Frau.    ein Kind.*  
*Ich sehe                    den Mann.    die Frau.    das Kind.*

There is only one noticeable change, that is the definite and indefinite article change within the masculine paradigm.

ein → einen                      der → den

\*\*\*Exercise: Review the section above and try to complete the following table without checking back:

Case / Gender		Masculine	Feminine	Neuter
Nominative	<b>Das ist...</b>			
Accusative	<b>Ich sehe...</b>			

Since most actions require not only a subject but also an object, the Accusative can be called “default case” for German. Let’s go back to an early example:

*I eat.                      Ich esse.*

It is perfectly fine to use *essen* to describe the action only. But once you add what is eaten, it’s the object of the action and receives the Accusative case. Try it yourself. First you need to find out the gender of the three words given below before putting them into the table. Make the according changes where necessary.

\*\*\*Exercise:

*Pizza – Brot – Kuchen*

Case / Gender		Masculine	Feminine	Neuter
Nominative	<b>Das ist...</b>			
Accusative	<b>Ich esse...</b>			

Study Tip:

In total, German has four cases. It is important to know when to apply which case. The easiest way is to decide whether the action needs an object.

In the beginning, this might be difficult, especially when you are not fit in grammar. Then it might be helpful to strictly separate Nominative verbs from Accusative verbs (and later two more cases).

The following exercise will help you to get a better understanding of Nominative and Accusative verbs.

\*\*\*Exercise:

Go back to the vocabulary sections of chapter 1 and 2 of DiB and also use your notes from class.

Make two lists, one containing all verbs that require a subject only. These are Nominative verbs.

The other list should contain all the verbs that can have or require a direct object. These are

Accusative verbs. Remember that Accusative is the “default case” so to speak!

One step further:

The same changes apply to possessive pronouns when used in Accusative case.

Examples:

*Das ist meine Mutter. Das ist mein Vater. Das ist mein Bruder.*

*Ich sehe meine Mutter. Ich sehe meinen Vater. Du siehst meinen Bruder.*

## Grammar in Chapter 3:

### 10. Prefix verbs

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### 10. Prefix Verbs

So far, we focused on conjugating *haben* and *sein* as well as regular verbs. Also, Grimm Grammar and Deutsch im Blick [http://coerll.utexas.edu/gg/gr/v\\_01.html](http://coerll.utexas.edu/gg/gr/v_01.html) can give you further information about certain verb types and tenses. With *sein* we noticed, that German has verbs that can look much different from their infinitive form when inflected and you may have already come across other verbs that share that characteristic. In German, we have a lot of verbs that change vowels or spelling or even make you wonder if that is actually a form of the word you were thinking of. Nouns do that, too, for example in their plural forms (*der Kaktus* → *die Kakteen*; *das Buch* → *die Bücher*).

But let's focus on a few verbs for now:

essen

fahren

laufen

nehmen

schlafen

\*\*\*Exercise: You have probably come across some forms, so try to match the given forms to their infinitives:

du fährst	= _____	es läuft	= _____
er schläft	= _____	sie isst	= _____
du nimmst	= _____		

Did you realize that only second and third person singular have been used in the exercise above? Can you think of why this is so? Exactly. only the forms in the second and third person singular are a bit “tricky”.

**essen**

ich	<i>esse</i>	wir	<i>essen</i>
du	<i>isst</i>	ihr	<i>esst</i>
er, sie, es	<i>isst</i>	sie/ Se	<i>essen</i>

**fahren**

ich	<i>fahre</i>	wir	<i>fahren</i>
du	<i>fährst</i>	ihr	<i>fahrt</i>
er, sie, es	<i>fährt</i>	sie/ Se	<i>fahren</i>

**laufen**

ich	<i>laufe</i>	wir	<i>laufen</i>
du	<i>läufst</i>	ihr	<i>lauft</i>
er, sie, es	<i>läuft</i>	sie/ Se	<i>laufen</i>

**nehmen**

ich	<i>nehme</i>	wir	<i>nehmen</i>
du	<i>nimmst</i>	ihr	<i>nehmt</i>
er, sie, es	<i>nimmt</i>	sie/ Se	<i>nehmen</i>

**schlafen**

ich	<i>schlafe</i>	wir	<i>schlafen</i>
du	<i>schläfst</i>	ihr	<i>schlaft</i>
er, sie, es	<i>schläft</i>	sie/ Se	<i>schlafen</i>

Have you seen the verbs that we used in the conjugation tables in other forms also? Such as with prefixes attached? Correct, it was not a spelling mistake.

Here are some examples:

nehmen:

<i>abnehmen</i> = to lose weight or to take sth. off	<i>benahmen</i> = to behave
<i>zunehmen</i> = to put on weight	

fahren:

<i>wegfahren</i> = to drive away or to take a trip	<i>verfahren</i> = to drive the
<i>umfahren</i> = to drive around or to drive over	wrong way

schlafen:

<i>einschlafen</i> = to fall asleep	<i>verschlafen</i> = to oversleep
<i>ausschlafen</i> = to sleep in	

essen:

<i>aufessen</i> = to finish the plate (lit. to eat up)
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laufen:

<i>auslaufen</i> = to leak (lit. 'to run out')	<i>entlaufen</i> = to run away
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Can you identify the prefixes? Guess what their function is. What does a prefix do to a verb? Right, it alters or changes the meaning slightly or sometimes even completely. This means more verbs on the vocab list. But the good thing is the forms of their conjugations are not affected by that so all the verbs – no matter what their prefix – still inflect the same as they did without their prefixes.

The only thing to pay attention to now is that there are two different types of prefixes. There are some that are separable and some that are inseparable from the verb it is attached to. What does that mean? Well, those that are separable are a little more special than the inseparable prefix verbs. When you use them in a sentence as the main verb you have to separate the verb from its prefix and kick the prefix to the end. I know it is weird because now you have to wait until someone finished a sentence to really know what they are saying.

Look at these examples:

*Achtung, deine Flasche läuft aus!*      If we did not wait for the “aus” it would mean that your bottle is running, but leaking makes much more sense.

*Ich nehme 20 kg zu.*      Here you see how important that little prefix (which is now  
*Ich nehme 20 kg ab.*      at the end) can be for the meaning of a simple sentence.

Separable prefixes	Inseparable prefixes
<b>ab</b> = off, down as in: <i>abholen</i>	<b>be</b> = makes a verb transitive or turns action towards object as in: <i>beantworten</i>
<b>an</b> = at, on as in: <i>anziehen</i>	
<b>auf</b> = up as in: <i>aufstehen</i>	<b>ent, emp</b> = beginning of action or separation as in: <i>entwickeln</i>
<b>aus</b> = out as in: <i>ausgehen</i>	
<b>ein</b> = in, into as in: <i>einkaufen</i>	<b>er</b> = stress on outcome, accomplishment as in: <i>erleben</i>
<b>fern</b> = far as in: <i>fernsehen</i>	
<b>fort</b> = away as in: <i>fortgehen</i>	<b>ge</b> = result, successful action as in: <i>gefallen</i>
<b>her</b> = 'hither', to here as in: <i>herkommen</i>	
<b>hin</b> = 'thither', to there as in: <i>hinstellen</i>	<b>miss</b> = same as English 'mis-' as in: <i>misstrauen</i>
<b>mit</b> = with, along as in: <i>mitnehmen</i>	
<b>nach</b> = after as in: <i>nachdenken</i>	<b>ver</b> = action of the verb has gone wrong (not always) as in: <i>verlaufen</i>
<b>um</b> = around, at as in: <i>umsehen</i>	
<b>vor</b> = before as in: <i>vorstellen</i>	<b>zer</b> = asunder, apart as in: <i>zerlegen</i>
<b>vorbei</b> = by, past as in: <i>vorbeilaufen</i>	
<b>weg</b> = away as in: <i>wegnehmen</i>	Prefixes can occur in nouns or adjectives and you may encounter the following, too:
<b>zu</b> = to, closed as in: <i>zuhören</i>	<b>ir</b> or <b>un</b> = negating the word as in: <i>die Schuld</i> → <i>die Unschuld</i> or <i>relevant</i> → <i>irrelevant</i>
<b>zurück</b> = back as in: <i>zurückgeben</i>	
<b>zusammen</b> = together as in: <i>zusammenkommen</i>	

\*\*\*Exercise: Here is a list of English verbs can you find the correct German equivalent?

Use the table and a dictionary and indicate if the verbs are separable (S) or inseparable (I):

to get dressed =	_____	to pick up =	_____
to answer =	_____	to go out =	_____
to go away =	_____	to watch TV =	_____
to develop =	_____	to shop =	_____
to take apart =	_____	to experience =	_____
to answer =	_____	to get up =	_____
to mistrust =	_____	to place =	_____
to take along =	_____	to look around =	_____
to imagine =	_____	to think about =	_____
to take away =	_____	to get lost =	_____

\*\*\*Exercise: From now on start a list for separable and inseparable prefix verbs. And now, use them in complete sentences to practice sentence order. You may use the verbs discussed or try to find new ones that best describe what you did or experienced during the last days.

For example: *Ich stehe eigentlich immer um 6 Uhr auf, aber manchmal verschlafe ich.*

*Usually I get up at 6am, but sometimes I oversleep.*

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### Zum Nachdenken: Reflection on Spelling and Meaning.

Read the sentences out loud and reflect on the use:

- seit vs. seid → Seit wann seid ihr schon hier?  
*Since when are y'all **here** already?*
- Mann vs. man → Man weiss nicht ob der Mann nett ist.  
***One** does not know if that **man** is nice.*
- Paar vs. paar → Ich habe ein Paar Schuhe, die ein paar Euro gekostet haben.  
*I have a **pair** of shoes that had cost me **some** euros.*
- end- vs. ent- → Endlich hat er eine Entscheidung getroffen.  
*He has **finally** made a **decision**.*
- wieder vs. wider → Sie widerspricht mir immer und immer wieder.  
*She **objects** me over and over **again**.*
- Herr vs. her → Herr Mayer kommt dieses Jahr nicht her.  
***Mr** Mayer does not come **here** this year.*
- Uhr vs. ur- → Die Uhr ist uralt. Ich habe sie von meiner Ur-Ur-Oma  
*The **watch** is **very old**. I got it from my **great great granny**.*
- Saite vs. Seite → Auf Seite 74 im Buch steht, das seine Geige vier Saiten hat.  
*On **page** 74 it says that a violin has four **strings**.*
- viel vs. fiel → Als Kind fiel er sehr viel hin.  
*He **fell** a **lot** when he was a kid.*
- leeren vs. lehren → Ich lehre Deutsch, um leere Köpfe zu füllen.  
*I **teach** German to **fuel empty** brains.*
- Meer vs. mehr → Ich will mehr Urlaub haben, um ans Meer zu fahren.  
*I want to have **more** vacation to go to the **beach**.*

## Grammar in Chapter 4:

11. Modal verbs

12. Coordinating conjunctions

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### 11. Modal Verbs

Review present tense conjugations and regular verbs. You may use Grimm Grammar as a reference: [http://coerll.utexas.edu/gg/gr/v\\_02.html](http://coerll.utexas.edu/gg/gr/v_02.html). Remember that regular verbs do not change their stem when they are being conjugated and are predictable when you adjust forms. For the present tense for example, all you need to do is to match the verb ending to the person who is performing the action. ‘spielen’ for example is regular:

<i>ich</i>	<i>spiel –e</i>	<i>du</i>	<i>spiel –st</i>	<i>er/sie/es</i>	<i>spiel –t</i>
<i>wir</i>	<i>spiel –en</i>	<i>ihr</i>	<i>spiel –t</i>	<i>sie (Sie)</i>	<i>spiel –en</i>

But it would be too easy and too boring if all verbs were regular. So, just like in English, we can find irregular verbs in German as well. The main difference is that patterns are not that predictable. Many times you will see a change in the stem, such as a vowel change. ‘tragen’ (to wear; to carry) is one of those.

<i>ich</i>	<i>trag –e</i>	<i>du</i>	<i>träg –st</i>	<i>er/sie/es</i>	<i>träg –t</i>
<i>wir</i>	<i>trag –en</i>	<i>ihr</i>	<i>trag –t</i>	<i>sie (Sie)</i>	<i>trag –en</i>

### Zum Nachdenken: Reflection on Spelling and Meaning.

Look at these examples to visualize changes in spelling when transforming or compounding words:

*der Briefträger* (= the one who carries letters (postman))

derives from *der Brief* and *tragen* and *-er* personifies it.

*-er* indicates the masculine the female equivalent would be *die Briefträgerin*.

*der Langschläfer* (= the one who sleeps long ('late riser'))

derives from *lang* and *schlafen* and *-er* personifies it.

*die Langschläferin* is its female counterpart.

*der Fußballspieler*

derives from *der Fuß, der Ball, spielen* and *-er* personifies it.

and again, female is *die Fußballspielerin*.

Now you will learn how to express more complex thoughts. Many times you want to talk about what you ‘want to do’, ‘can do’, or ‘should do’. And many times you have to tell someone what he or she ‘must’ or ‘must not do’. To do so you need more than just a verb that describes what the person in charge does or intends to do. Modal verbs come in handy here. Review the following list of modals and the way they are used by using it in a complete sentence in English on the blank next to the pairs:

<i>can, be able to</i>	<i>können</i>	_____
<i>supposed to</i>	<i>sollen</i>	_____
<i>must</i>	<i>müssen</i>	_____
<i>want to</i>	<i>wollen</i>	_____
<i>allowed to</i>	<i>dürfen</i>	_____
<i>like to</i>	<i>mögen</i>	_____
<i>would like to</i>	<i>möchten</i>	_____

Now, let’s look at this example:

“I would like to go to Germany.”

Any idea how to say this in German? Don’t translate but draw from what you already know. All the vocabulary for this sentence should be already memorized, so just “translating” would give us this:

*Ich möchte gehen nach Deutschland.*

We already know that in German we need to adjust the ending of the verb towards the one who is performing the action (the subject). Here we have ‘Ich’ as the subject, so first person singular. We also know that the conjugated verb wants to be the second unit of a regular sentence. The problem is just that we have two verbs: ‘möchten’ and ‘gehen’. Whenever we have a modal verb we need to grant it the right to be conjugated, and used as the second unit. The other verb is secondary and kicked to the end of the sentence (a common pattern in German).

The kicking of verbs is counter-intuitive for speakers of English not only because it seems a bit illogical. But it is very important and also affects the situation in which you talk or read, because you have to wait until a sentence is finished before you really know what is going on. Also, when you hear a modal verb, you know that usually you will need to listen for a specifying verb which closes the thought. This verb will be in its infinitive at the end.

Let’s see how this looks like if we apply these rules to our example.

*Ich möchte nach Deutschland gehen.*

We conjugated the modal verb *möchten* and placed the secondary verb in the very end in its infinitive. If we have further objects, we will need to place them in between the two verbs.

*Ich möchte mit meiner besten Freundin nach Deutschland gehen.*

Remember, you can switch the placement of subject or objects; however the verbs will not change their positions. Simply switch the object (it can be more than a single word) with the subject. The emphasis here “mit meiner besten Freundin” is followed by the conjugated verb:

*Mit meiner besten Freundin möchte ich nach Deutschland gehen.*

To do this more automatically, study the meaning and conjugations of the modal verbs:

können =			
ich	kann	wir	können
du	kannst	ihr	könnt
er, sie, es	kann	sie (Sie)	können

müssen =			
ich	muss	wir	müssen
du	musst	Ihr	müsst
er, sie, es	muss	sie (Sie)	müssen

dürfen =			
ich	darf	wir	dürfen
du	darfst	Ihr	dürft
er, sie, es	darf	sie (Sie)	dürfen

mögen =			
ich	mag	wir	mögen
du	magst	ihr	mögt
er, sie, es	mag	sie (Sie)	mögen

Any patterns or questions? Or can you formulate a rule?

möchten =			
ich	möchte	wir	möchten
du	möchtest	ihr	möchtet
er, sie, es	möchte	sie (Sie)	möchten

wollen =			
ich	will	wir	wollen
du	willst	ihr	wollt
er, sie, es	will	sie (Sie)	wollen

sollen =			
ich	soll	wir	sollen
du	sollst	ihr	sollt
er, sie, es	soll	sie (Sie)	Sollen

Any patterns or questions? Or can you formulate a rule?

Now try your English sentences in German

*supposed to*                      *sollen*                      \_\_\_\_\_

*must*                                      *müssen*                      \_\_\_\_\_

*want to*                                      *wollen*                      \_\_\_\_\_

*allowed to*                                      *dürfen*                      \_\_\_\_\_

*like to*    *mögen*                      \_\_\_\_\_

*would like to*                                      *möchten*                      \_\_\_\_\_

## **mögen versus möchten**

Memorize their meanings and read the forms out loud often to practice the different but similar pronunciation. For ‘mögen’ we often times leave out the secondary verb as it is implied, and just like in English we use it as the only verb as well, while ‘möchten’ mostly requires another verb.

*Ich mag Kaffee (trinken).*      versus      *Ich möchte Kaffee (trinken).*  
*I like (to drink) coffee.*      versus      *I would like (to drink) coffee.*

### **Zum Nachdenken: Reflection on Spelling and Meaning.**

#### **wollen versus werden**

“wollen” is a common modal verb meaning “to want” as in

“Ich will ein Eis haben.”

(I want to have icecream).

“werden” on the the other hand can be used in multiple ways. We have seen it on our vocabulary list as a primary verb for to become/get, as in

“Das Wetter wird nächste Woche besser.”

(The weather gets better next week).

You will also see it in many other ways, for example for the future tense:

“Ich werde im Sommer nach Deutschland fliegen. “

(I will fly to Germany in the summer.)

It functions just like a modal verb. The secondary verb is kicked to the end. A third way to use “werden” is for the passive voice, but you will learn this later on.

## **12.Coordinating Conjunctions (non-kickers)**

We have already seen conjunctions, such as ‘weil’ (because) and ‘und’ (and). There are two different types: so called kickers (subordinating conjunctions) and non-kickers (coordinating conjunctions). Look at the examples and highlight all the verbs:

*Ich will nach Deutschland fahren, weil ich mein Deutschland liebe.*

*Ich will nach Deutschland fahren, weil ich mein Deutsch verbessern will.*

versus

*Ich will nach Deutschland fahren und ich liebe Deutschland.*

*Ich will nach Deutschland fahren und ich will mein Deutsch verbessern.*

As you can see coordinating conjunctions (non-kickers) join equal clauses: either two independent clauses or two dependent clauses. The word order stays the same in each clause, with the verb in second position. Kickers, on the other hand kick the verb(s) to the end. The conjugated verb of the sub-clause is kicked to the very end.

There are more coordinating conjunctions, but these are the most commonly used ones:

<i>aber</i>	but	<i>oder</i>	or
<i>beziehungsweise</i>	or	<i>sondern</i>	but rather (after a negative)
<i>denn</i>	because, as, for	<i>und</i>	and
<i>entweder... oder...</i>	either ... or ...	<i>weder... noch...</i>	neither ... nor ...

Now practice the conjunctions that you are unsure about. *Aber*, *und* and *oder*, for example may be a little easier spelling-wise than *beziehungsweise*. Try to write a short paragraph (about your hobbies, your pets, your weekend plans, your career plans...) including ALL conjunctions given above.

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### Zum Nachdenken: Reflection on Spelling and Meaning.

Read the sentences out loud and reflect on the use:

das vs. dass

**Das** ist **das** Kleid, **das** er mir gekauft hat.

*That is the dress (that) he bought for me.*

Er hat gesagt, **dass** mir **das** Kleid nicht steht.

*He said that the dress does not look good on me.*

What do you notice?

Can you agree with and understand the following:

- 'das' is used as an article or a relative pronoun as in the first example.
- 'dass' is used as a subordinating conjunction.
- Like in a 'weil' sentence the conjugated verb is kicked to the end of the sub-sentence and 'dass' introduces more details on a thought.